

THE EFFECTS OF DRAMA-BASED ACTIVITIES TOWARDS RURAL STUDENTS'
AFFECTIVE INVOLVEMENT IN SPEAKING

OLEH

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LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEHI IJAZAH
SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA
INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN.



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11/07/2014

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DECLARATION

I hereby declare that the work in this academic exercise is of my own except for the quotations and summaries which have been acknowledged.


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PENGAKUAN

Saya akui karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah dinyatakan sumbernya.

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ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and Merciful.

Alhamdulillah, all praises to Allah for the strengths and His blessings bestowed upon me to complete this academic exercise.

First and foremost, I would like to convey my deepest gratitude and appreciation to my supervisor, Mr. Adlan Ramly , for his advice and guidance in helping me to complete this academic exercise. Without his guidance, I most certainly would not be able to complete this paper. Thank you very much.

I owe my deepest gratitude to both my beloved parents En, Hamdan Samani and Pn. Siti Anizah Zubri; for their unconditional love, prayers, support and encouragement. Thank you for believing me in choosing my own path of life. To my brothers, Azmin, Azim and Adam. I hope this work of mine will inspire the three of you in making the impossible as possible.

The victory of completing this paper is meant to be shared to those who have helped me tremendously in conducting this research till the end. The MAVERICKS team, Pn. Salbiah, the headmistress of SMK Sijangkang Jaya, Pn. Halimah and the students who participated in the module. Without all of you, this academic exercise would not be possible. My heartfelt thanks goes to all my close friends, for the constant reminders and support towards each other. Thank you so much. I can't believe that WE ARE DONE WITH IT! Alhamdulillah.

ABSTRACT

This study investigated the effects of drama-based activities towards rural students' affective involvement in speaking. The module of the drama-based activities used was adapted from 'MAVERICKS' module which was introduced by the 'EtHOS Society' of the Faculty of Education, UiTM Shah Alam. The sample of this study involved 60 students from SMK Sijangkang Jaya which is a rural secondary school in Kuala Langat. The study employed a mix-method system of gathering data using both Quantitative and Qualitative method. Questionnaire, representing the Quantitative method was given to the students before and after undergoing the 4 hour module. The Qualitative method was consisted of the facilitators' feedback and researcher's observation. The findings in this study indicated that drama-based activities give positive affective involvements towards rural students in speaking the target language which is English. The analysis also indicated that drama-based activities provide a non-threatening and authentic environment for students to practice speaking in English. These findings suggest that in order for students to gain courage in speaking the language, teachers need to put extra effort by becoming creative in integrating drama-based activities in their language teaching. Parents also play the role of expanding the language learning experience outside the classroom which is at home.

ABSTRAK

Kajian ini telah dijalankan untuk mengkaji kesan penggunaan aktiviti drama terhadap penglibatan afektif pelajar-pelajar luar bandar dalam percakapan Bahasa Inggeris. Modul ini telah diadaptasikan daripada Modul 'MAVERICKS' yang telah diperkenalkan oleh 'Persatuan EtHOS' daripada Fakulti Pendidikan, UiTM Shah Alam. Sampel kajian ini terdiri daripada 60 orang pelajar dari SMK Sijangkang Jaya yang terletak di kawasan luar bandar di Kuala Langat. Kajian ini telah menggunakan Kaedah Campuran bagi mengumpulkan data. Borang soal selidik yang mewakili Kaedah Kuantitatif telah diberikan kepada pelajar sebelum dan selepas mereka menjalani modul 4 jam tersebut. Kaedah Kualitatif pula terdiri daripada maklum balas fasilitator dan pemerhatian pengkaji. Dapatan kajian ini menunjukkan bahawa aktiviti drama memberikan kesan positif terhadap penglibatan afektif pelajar luar bandar dalam percakapan Bahasa Inggeris. Analisa kajian juga menunjukkan bahawa aktiviti drama mampu menyediakan persekitaran yang tidak mengancam dan tulen bagi pelajar berlatih bercakap dalam Bahasa Inggeris. Penemuan ini menunjukkan bahawa untuk pelajar mendapat keberanian dalam percakapan Bahasa Inggeris, guru perlu meletakkan usaha tambahan dengan menjadi kreatif dalam mengintegrasikan aktiviti berasaskan drama dalam pengajaran bahasa mereka. Ibu bapa juga memainkan peranan untuk memperluaskan pengalaman pembelajaran bahasa anak-anak mereka ke di luar bilik darjah iaitu di rumah.